



Welcome

- Schedule for the Day
- Parking Lot
- Silence Cell Phones
- Breaks
- Bathroom Location
- Next Steps





Say: Today is going to be a busy day, let's go over some of the logistics. Please find your agenda and the Next Steps handout.

Allow thirty seconds.

Point out the parking lot chart you have made and hung in the room.

Say: We are going to keep a swift pace and you can use the Parking Lot to post questions that don't closely relate to the content at hand. I encourage questions, but in the interest of keeping everyone engaged the training will move quickly. I will check the parking lot during breaks to ensure that questions are answered.

Go over agenda including scheduled breaks and point out where the restrooms are located.

Say: The Next Steps handout is for you to keep track of anything that you would like to follow-up on after this training. It is broken up into the key areas we will be talking about. Please keep this handy and use it to keep track of what you would like to take back and use in your practice.

Media: None

Handout #1: Agenda and Next Steps Handout

Welcome Group Norms

Listening: SLANT
Conversations
Respect Others
Be Open to New Ideas



Say: Let's talk about group norms for today. We ask that you keep conversations that take place in this room confidential as we want this to be a safe place for everyone to be able to share what is on their mind. Please be respectful of others and limit side-bar conversations. We will provide you with a lot of opportunities partner and small group discussions. If you have something urgent on your mind jot it down on a sticky note and talk to your friends about it during the break. We also ask that you keep your mind open to new ideas as we learn from each other.

Please find your SLANT Routine Card.

Describe SLANT: Have participants locate this routine card in their materials

S = Sit up (good posture keeps you alert)

L = Lean forward (this shows interest to your speaker)

A = Ask questions (do this by raising your hand, putting the questions in your notes, and to yourself)

N = Nod your head (or else shake your head, or show your understanding or confusion in some other way)

T = Track your speaker (keep your eye on the speaker to take in important non-verbal clues and to stay alert and interested)

Go over agenda including scheduled breaks and where the restrooms are located.

Media: None

Handout #2: SLANT Routine Card

Identify Shoulder Partner

- Identify someone near you as your “Shoulder Partner”
- Introduce yourself and tell them about a hobby you enjoy.
- Identify who will be partner A and who will be partner B.



Say: Find someone near you to be your “Shoulder Partner”. Introduce yourself and tell them about a hobby you enjoy. Identify who will be partner 1 and who will be partner 2.

Give participants 1-2 minute to identify their partner and introduce themselves.

Say: 1’s raise your hand and 2’s raise your hand.

This is a check in to make sure they have identified who is partner 1 and who is partner 2.

Media: None
Handout: None

Groovy Grouping Activity

- Establish a group of four people
- Each person in the group tell one sentence describing your thoughts when you first heard the song that is about to play.



Say: I'm going to play a song. When the song begins please establish a group of (about) four people. Once your group is established each person in the group briefly describe your thoughts when you first heard the song. Ready....Go?

Begin Music




Meander around the room and offer further directions for any groups that may not be on task. Allow 2-4 minutes for this activity.

Groups should stay together for the next KWL Activity.

Media: None
Handout: None

KWL Activity

What Do You Know?	What Do You Want to Know?	What Have You Learned?

Preparation: Create a KWL chart from three pieces of chart paper. Write “K” What do you KNOW?, “W” What do you Want to KNOW, and “L” What have you LEARNED at the top of each chart paper.

Materials: Chart paper and marker.

Participants should still be in groups of 3-5.

Use the signal you established to bring the groups attention back to you.

Say: In your groups you are going to fill out the first two columns of your KWL chart handout. Please identify a spokesperson for your group to share one thing you know and one thing you want to know about RTI to the rest of the group. Generate many answers as you will need to share something different than what the other groups have shared.

Allow 5-7 minutes for groups to generate ideas for first two columns.

Randomly choose groups to share and write their answers on the chart paper (allow 3-4 minutes for individual check-in).

Media: None
 Handout #3: KWL Chart

Find Four Book Partners

- Introduce Yourself
- Choose a Book Title from your handout
- Write your partners name next to that book
- Find a different partner for each book until all four book slots are filled
- Return to your seat



Say: Find the book partner handout located in your binder. We will be modeling engagement ideas that you can take back to the classroom throughout this module through partner discussions. When the music begins each of you will find four different partners. I encourage you to find people you don't know so that you have to opportunity to hear new perspectives. Once you've found a partner....

Introduce Yourself

Choose a Book Title from your handout

Write your partners name under that book, and they will do the same under the same book

Find a different partner for each book until all four book slots are filled

Return to your seat

Choose a partner in the room and model the procedure. Example dialogue: "Hello, my name is Tara. What is your name? Would you like to be my The Very Hungry Caterpillar partner? Great I'll write your name down on the The Very Hungry Caterpillar line and you write my name down on the line under The Very Hungry Caterpillar line."

Allow 2-3 minutes for this activity. Give a one minute warning letting participants know when they have one minute left to finalize their partners.

Media: None

Handout #4: Book Partner Handout



Say: *Over fifty educational stakeholders from Montana met throughout the 2007-2008 school year and developed the Montana RTI Framework to provide guidance to elementary districts, schools, and educators who were interested in learning more about successfully implementing the key components of RTI.*

This is the cover of the Framework. Say: *The Montana RTI framework can be download from the OPI website. [http:// www.opi.mt.gov /RegForms/RTI/Index.html](http://www.opi.mt.gov/RegForms/RTI/Index.html)*

No Media
No Handouts

Montana RTI Essential Components

for an Effective Instructional Framework

1. Strong Leadership
2. Evidence-based Curriculum and Instruction
3. Ongoing Assessment
4. Collaborative Teaming
5. Data-based Decision Making
6. Fidelity of Implementation
7. Ongoing Training and Professional Development
8. Community and Family Involvement



Say: Educational stakeholders from Montana identified eight essential components that must be implemented for effective school improvement and instruction.

Read through these eight components and circle the one that you would most like to learn more about and put a star next to the one you are most comfortable with.

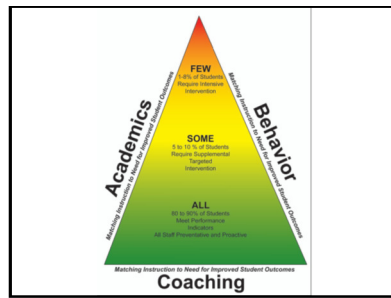
Allow 1 minute.

Say: Now turn to your shoulder partner and tell them why you choose these two components.

Allow 1-2 minutes for discussion.

No Media

No Handouts



Say: *This is one visual representation of an effective RTI Framework. This visual was developed by the Utah Education Agency and was identified during the stakeholder meetings by Montana educational stakeholders as a good visual representation for the Montana RTI Framework.*

Note that effective RTI implementation continually matches instruction to students and staff needs in order to improve student outcomes through:

1. Academics
2. Behavior
3. Coaching and Support (For Educators and Students)

There are no lines defining cut-off points. Student movement through the tiers is fluent and ongoing and may be based on behavior, academics, or both.

When an RTI framework is fully implemented all students receive high quality research-based core instruction therefore 80-90% of students are meeting benchmarks set by performance indicators. All staff are being proactive and preventative through explicit and systematic instruction.

Some students may require additional support through targeted interventions. When core instruction is effective only 5-10% of students will need this additional support.

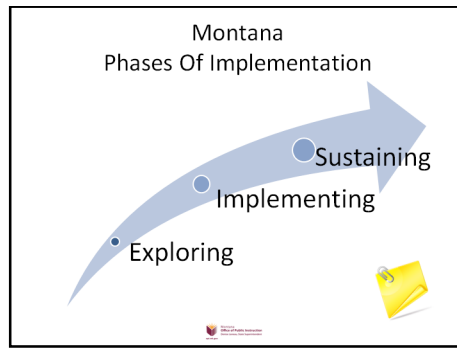
A few students may be lacking many skills and will need even more intensive interventions. Ideally we would like to see this be less than 8% of our school population.

Throughout the continuum we may have students who have been identified for special education or gifted and talented. These students may receive the same instruction as some students who are not identified.

When beginning RTI implementation most schools will have some of the essential components partially or fully in place. Remind participants that there are eight essential components and they all work interchangeably to create a healthy system that supports all educators and all students. When this happens the numbers in this visual are achieved. Not all schools are created equal. Some schools face higher levels of poverty, mobility, and absenteeism that make it more difficult to achieve these goals than others. It takes time, collaboration, strong leadership, and ongoing training and education of staff to meet these goals. Most schools do not begin here but through hard work, strong leadership, and careful planning it is possible.

No Media

No Handout



Say: Montana schools implementing an RTI framework identify which stage of implementation they are in to prioritize implementation needs. There are three stages of implementation: 1) exploring, 2) implementing, and 3) sustaining.

The phases of implementation are identified by the OPI and by district leadership teams through various tools (self assessment tool, continuous improvement components chart, continuous school improvement plan monitoring process, and the Rtl Implementation Scale).

The RAND study (Berman & McLaughlin, 1978) identified three stages of implementation that align with these three phases.

Exploring:

District leadership provides information and teachers are given opportunities to experiment and try implementation without a lot of accountability. During this time enthusiasm, commitment, dedication, and support is developed. Professional development may include training, reading, book and journal studies, DVD's, and in-class support.

Implementing:

During the implementation phase more accountability measures may be placed on implementation expectations. Professional development continues to occur as well as follow-up and feedback. Review and refinement sessions should occur as well as classroom observations, peer coaching, collaborative lesson development, and ideas sharing.

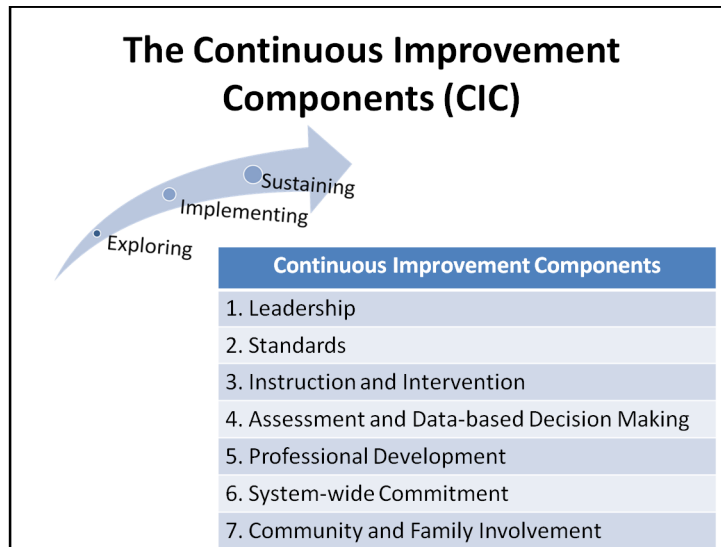
Sustaining:

The sustaining phase is marked by acceptance of the new process as standard educational practice system-wide. Processes should be in place for newcomers to the school. Procedures should be in place to continue to measure the effectiveness of the process and if there is a dip in performance the process will need to become a priority once again.

When a district is at the sustaining phase of implementation it is expected that the components introduced at the exploring and implementing phases will continue to be applied. System reform is complex and must focus on the development and interrelationships of all of the main components of the system simultaneously. It is recommended that schools choose three to five goals at one time to work toward within their action planning processes.

No Media

Handout #5: Continuous School Improvement Plan Monitoring Process



Say: The Montana Literacy Panel convened throughout the 2010-2011 school year to develop the Montana Literacy Plan to provide guidance for communities, early learning environments, and schools as they plan for comprehensive literacy instruction for children birth through grade twelve. This group of educational stakeholders from across the state identified these seven Continuous Improvement Components as essential to effective comprehensive literacy curriculum, instruction, and assessment.

Montana received a Department of Education formula grant for to write a comprehensive literacy plan which states were required to have in place to be eligible to write the Striving Readers Grant. The Montana RTI Framework, the Early Learning Guidelines, and the newly adopted Montana Common Core Standards were important guiding factors for the development of the Montana Literacy Plan. Montana was awarded the Striving Readers Grant in September 2011.

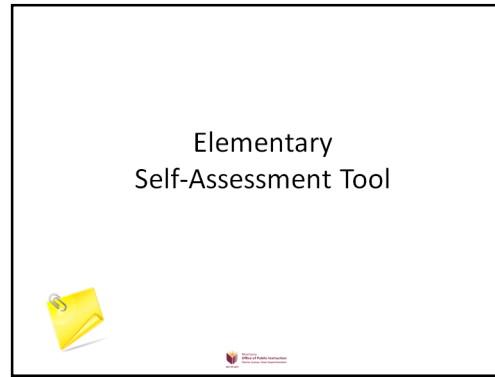
Link to the Montana Literacy Plan:

http://www.opi.mt.gov/pdf/Instructional_Innovations/MSRP/11Nov23_LiteracyPlan.pdf

CIC and Montana RTI Alignment

7 CIC's	8 RTI Essential Components
1. Leadership	1. Strong Leadership
2. Standards	2. Evidence-Based Curriculum and Instruction
3. Instruction and Intervention	3. Ongoing Assessment
4. Assessment and Data-based Decision Making	4. Data-Based Decision Making
5. Professional Development	5. Collaborative Teaming
6. System-wide Commitment	6. Ongoing Training and Professional Development
7. Community and Family Involvement	(5.) Collaborative Teaming
	7. Fidelity of Implementation
	8. Community and Family Involvement

Say: This slide shows the alignment of the Continuous Improvement Components with the Montana RTI Essential Components.



Say: This self-assessment tool is designed to be used by school districts to develop a multi-tiered system-wide framework for continually improving systemic progress toward achieving identified literacy goals.

Explain that school districts use this tool to identify which components are currently in place and to decide on areas in which further action is needed. On-site Leadership Implementation Teams will identify which components are currently in place and areas in which further action is needed.

Review the specific actions in the second column that identify the essential components for a multi-tiered system-wide framework. Identify what is already in place, is not feasible for your circumstances, or is in need of action. Then formulate next step actions that are necessary to strengthen those processes your district or program already has in place.

The phase of implementation listed in the first column identifies the phase in which that component is introduced. When a district is at the sustaining phase of implementation it is expected that the components introduced at the exploring and implementing phases will continue to be applied.

Allow participants 10-15 minutes to work on the self-assessment.

Note- You can break this self-assessment tool into sections and have participants do a section periodically throughout the training rather than all at one time.

No Media

Handout #7: Elementary (K-5) Self Assessment